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PRAIRIE VIEW A&M UNIVERSITY
Prairie View, Texas

ANNUAL REPORT

DIVISION OF CAREER EDUCATION & PLACEMENT SERVICES
COOPERATIVE EDUCATION

May 31, 1975

PRAIRIE VIEW A&M UNIVERSITY
Division of Career Education & Placement Services
Cooperative Education

DIRECTOR

Brutus N. Jackson

ASSOCIATE DIRECTORS

Carla Chambers - Career Education

Mavis Dedmon - Teacher Placement
& Co-Op

Reginald Galley - Technical Placement
& Summer Employment

SUPPORT STAFF

Mildred Pratt - Senior Secretary

Elmary Wells - Secretary

Maria Robinson - Secretary

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ACKNOWLEDGEMENT

Through the cooperation of the President, Deans, Department Heads, and Faculty, we have been able to assist students in providing information relative to careers.

We are pleased to acknowledge and express our gratitude for all assistance received in support of all programs and functions of the Division of Career Education and Placement Services.

GENERAL STATEMENT

In an effort to keep the Prairie View A&M University and other concerned persons abreast of activities of the Division of Career Education and Placement Services this Annual Report is being prepared.

This report is to provide information vital to the production of manpower that can and will compete in all sectors of the labor market.

Any suggestions for the enhancement of the Division will be greatly appreciated.

INTRODUCTION

The Division of Career Education and Placement has been developed to service the total needs of the Prairie View students - with their personal qualities, education, experience, and social needs, in their search to identify the various occupational career fields.

In the Division of Career Education and Placement you will find three units, they are as follows: (1) Placement Services (Consisting of two major areas: Teacher Placement and Technical Placement.) - which assists students in locating employment after graduation and during the summer while they are not in school; (2) Cooperative Education - a program that is designed to enrich the students education by mixing education and alternating periods of meaningful work relating directly to their field of study; and (3) Career Education - designed and developed to create a certain amount of job awareness for students. Its main purpose is to make students knowledgable through career information of the various occupational fields one might seek a career.

Effective realization of these services requires that the Division of Career Education and Placement, place primary emphasis on satisfying the needs and gaining the confidence of its four prime publics; students, alumni, parents, and employers. This Division also acts in a public relations capacity in acquainting various groups with the educational

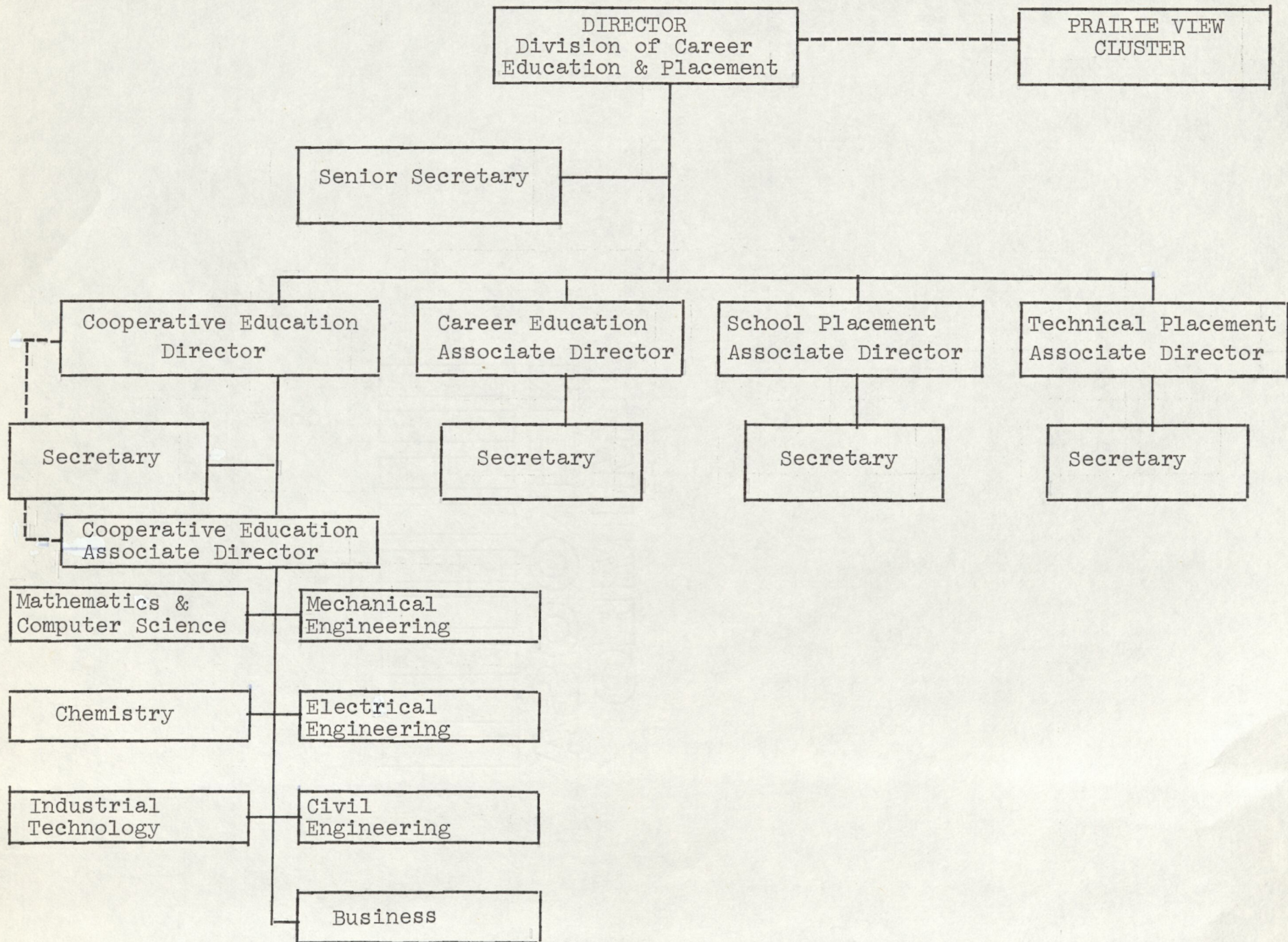
programs of the University.

The Director of the Division of Career Education and Placement is presently acting as Director for the other units. The position of Prairie View A&M University Business/Industry Cluster Director is also filled by the Director of this Division.

This report reveals actual goals and implementations as derived from information given from administrators in each unit.

At the end of all unit reports displayed is a graph of Recruitment and Placement and an Annual Salary Survey covering all involved areas.

Prairie View A&M University
Division of Career Education & Placement Services
Organization Chart



FACILITIES

The Division of Career Education and Placement Services is located on the lower level of the Memorial Student Center with the Offices of the Director; Associate Directors and clerical personnel being located in room 116. Also housed in this area is a conference room, reception area, student work area and a mini-library containing permanent company literature and some brochures.

Ten interviewing rooms have been recently completed in room 114. Access to rooms 122A, 122B, 125A, and 125B is also granted as additional interviewing areas allowing the Division to accommodate 12-14 recruiters per day.

The Division is still in the renovation stages with a recruiting lounge and student library to be incorporated in room 114 adjoining the ten interviewing rooms.

Information to be displayed in the Career Library will include the following:

Career Information	Periodicals
Company Literature	Placement Annuals
School information	Placement Manuals
Graduate School Catalogs	Scholarship Information
Cooperative Education Information	

These renovations are being made to ensure the student as well as the recruiter a comfortable setting for all practical purposes.

TEACHER PLACEMENT

PURPOSES

As an extension program of the Division of Career Education and Placement Services, the Teacher Placement Office is designed to work closely with the administrative personnel and the students in the Division of Education. Continuous daily supervision, assistance, and counseling is available for education majors in career awareness realms as well as prospective employment sites.

STAFFING

The office of Teacher Placement has one Associate Director and one full-time secretary. The Associate Director of Teacher Placement is directly responsible to the Director of the Division of Career Education. The Associate Director is held responsible for the Placement of all Education majors, which is approximately 350 to 500 a year.

So as to keep well abreast of current career information and job opportunities for the students, a good workable rapport is maintained with reputable companies and school representatives for the purpose of employing students.

TRAVEL AND PROFESSIONAL ACTIVITY

During the fiscal year, the Associate Director attended and attained membership in several local, state, and national meetings. The purpose of acquiring membership and attending

these meetings was to keep abreast of current trends of placement materials, policies, and events across the nation. Attending these meetings also gave the opportunity to establish and maintain a workable rapport with college, university, and school officials through-out the State of Texas and the nation. Below is a brief list of the meetings, including dates of attendance, that were participated in this year:

Southwest Placement Association (SWPA Member)
September 16-20, 1974 - Houston, Texas

Texas Association for School, College, and
University Staffing (TASCUS Member)
November 5-8, 1974 - Houston, Texas

Texas Association for School, College, and
University Staffing - January 7-8, 1975
Austin, Texas

After attending these meetings and returning to the University campus, a full, detailed report was given to the Director and in some cases offered suggestions on the possible improvement of facilities from information obtained at these meetings.

OBJECTIVES AND IMPLEMENTATIONS

For the fiscal year, 1974-75 which includes June 1, 1974 thru May 31, 1975, several objectives were established and are detailed in the following report.

I. Placement of Registered Education Majors in School Districts across the Nation.

Of the 367 students and alumni registered
in our education placement files, 214 have

been contracted to work in school districts and/or colleges and universities for 1974 - 75 and 1975-76. Of the remaining 153, eleven are employed on technical jobs and the rest are still listed as unemployed or are of an undetermined status in our files. This data was taken from a sum of 15 different areas under the Division of Education which include registered students in the placement files. Below is a breakdown of these students by major:

Business Education	70
Elementary Education	130
Industrial Education & Technology	54
Counseling & Guidance	12
English Education	7
History Education	3
Industrial Education	24
Math Education	9
Physical Education	23
Home Economics Education	12
Music Education	12
Political Science	5
Sociology	6
<hr/>	
TOTAL	367

II. Maintaining accurate placement files on Education majors.

Each student's placement credentials are filed according to their specific majors. Credentials for Education majors are filed separately from non-education majors. With the support of the Division of Education, students needing to do student teaching are required to be registered in the Placement Center with a complete folder before they begin their student teaching assignment. A complete credential folder consists of the following completed materials:

- a) Credentials Permission Card: granting University Placement Officials permission to release student(s) folders.
- b) Personal and Professional Data: consisting of pertinent information about the student(s).
- c) Recommendation Forms: three (3) personal evaluation forms to be delivered by the student to any instructor, departmental person, or a person with whom they have been employed in their specific area of study or work. This information is quite confidential. Students are counseled prior

to delivering these forms as to what they should consider when asking someone to submit a personal recommendation.

- d) Brief Resume: an abstract of personal information; education, work experience, references, etc. about the student(s).
- c) Student Teacher Evaluation Form: to be completed by supervising instructor or in the school where the student performs his/her student teaching.

III. Employment Vacancy Notebooks and compiling accurate referrals on undergrads, graduates, and alumni to school districts and educational institutions.

Vacancy notices coming from school districts and other formal institutions of learning are logged on a daily basis and are made available for students, alumni, and faculty/staff persons requesting information on prospective employment. Vacancy letters are filed according to the specific job announcements stated on the letter. In the case where several job vacancies are listed, the letter will be filed according to the level (secondary, intermediate, etc.) of employment or under miscellaneous

vacancies. Also, at the request of the employing agency, and providing the student has signed a credentials release card, student(s) credentials are sent out on a daily basis. For the fiscal year of 1974-75, the following data was compiled for the number of school districts, universities, and junior colleges registered in our vacancy notebooks, along with the number of referrals made to employing agencies by letter or phone:

Number of Employing Agencies

Out-of-State	
School Districts	88
Colleges and Universities	42

TOTAL	130
-------	-----

Texas	
School Districts	205
Colleges and Universities	36

TOTAL	241
-------	-----

Total Number of Vacancies Listed	
School Districts	293
Colleges and Universities	78

TOTAL	371
-------	-----

Number of Referrals

Out-of-State	
School Districts	26
Colleges and Universities	3

TOTAL	29
-------	----

Texas	
School Districts	412
Colleges and Universities	16
	<hr/>
TOTAL	428
Total Number of Vacancies Listed	
School Districts	438
Colleges and Universities	19
	<hr/>
TOTAL	457

IV. Monthly Placement Publications.

Each month a publication entitled Career Planning and Placement Center News ("CP&PC News") is distributed across the campus. This newsletter contains a variety of news from the Placement Center such as job placements, vacancy notices, placement highlights and a monthly recruiting schedule. With the opening of the new Division of Career Education and Placement Services, the newsletter was forced to expand its realm of information to include news from Technical Placement, Career Education, Teacher Placement, and Co-operative Education. The Associate Director of Teacher Placement is solely responsible for this Publication.

Newsletters were printed from June to March when many changes in printers and other mishaps caused the paper to be delayed for the months of April, May, and June. The news-

letter will continue for the month of July under the new title of "Career Education and Placement Services News" and it will be designed to keep students, faculty, and alumni well abreast of activities in the Division.

V. Follow-up Information on Placement Files.

Each registered person's file is kept in our files up to five years after the first date of actual registration in the Placement Center. Students are urged to keep their files up-to-date annually whether or not they are seeking employment.

This year through the combined efforts of the Associate Director of Technical Placement and the Associate Director of Teacher Placement Return Cards were sent out to alumni and recent graduates (within 2 years) in order to establish a more accurate filing system to determine the whereabouts and employment status of these students. This system would also give us a better outlook on the overall status of Prairie View graduates.

For graduates in the educational field an estimate of 30% of the cards have been returned. However, these cards were not sent out until

the latter part of March so a greater response is expected over the summer months.

TECHNICAL PLACEMENT

PURPOSE

Technical Placement at Prairie View A&M University is a centralized function responsible for career and summer placement services for the entire University. The office provides services for freshmen, sophomores, juniors, seniors, and past graduates who are seeking employment or information concerning graduate study, as well as assistance in career planning. In addition to services rendered to students, the office acts as a liaison between the Administration and Faculty and the Business/Industry communities around the country. The office of Technical Placement offers the following services:

Career Counseling

Many freshman, sophomores, juniors, and seniors did seek assistance in planning their careers this year. After the growing need for counseling was recognized, the Technical Placement Office in cooperation with the office of Career Education held weekly seminars in the Placement Center to enhance the employability of the students.

Career Information Library

The Technical Placement Office maintains a permanent library which contains brochures of many organizations in business, industry, and government. The library also contains an alphabetical catalog of various job positions and

their corresponding employing organizations; as well as other general career information.

Job Listings

Many Business, Industrial, and Government Organizations list career opportunities with the Technical Placement Office in addition to interviewing students on campus. These job opportunities are on file in the Technical Placement Office. Announcements are also posted on the bulletin boards. Students review these job listings periodically and if any of the opportunities appeal to them they may request ~~ot~~ have their credentials sent to the organization in which they are interested.

Interviewing

Students are informed of scheduled interview dates through the JOB PLACEMENT bulletins, placement posters, campus news releases and classroom seminars.

All interested and qualified students sign up for appointments with the various employers, in such areas as engineering, business, computer sciences, marketing, biology, math, and many others so as to guarantee adequate exposure by the student with the companies.

Student Credentials

All prospective graduates for December, May, and August are expected to file credentials with the Technical Placement Office during the Fall Semester preceding their respective graduation date. Credentials consist of the students resume,

three faculty ratings, and background information for all students. Students in Education are handled through the Office of Teacher Placement.

Student credentials are made available to employers who schedule interviews, and are mailed to employers upon the request of the student or the employer.

STAFFING

Technical Placement is staffed by one Associate Director and one full-time secretary. The slot for an Associate Director for Technical Placement was originated on September 1, 1975.

The Associate Director reports directly to the Director of the Division of Career Education and Placement.

TRAVEL AND PROFESSIONAL ACTIVITY

Travel was limited during the fiscal year 1974-75 due to the fact that the Associate Director was involved in setting up objectives for the area of Technical Placement. However, the following trip was taken in order to gain knowledge of various guidelines involving placement as well as to get acquainted with other placement personnel for future contacts.

Southern College Placement Association
December 3-6, 1974 ----New Orleans, Louisiana

Membership in the Southwestern Placement Association has been acquired as a stepping stone in the placement field. Several trips have been made to local companies and activities by the Associate Director of Technical Placement.

Constant telephone communication has deemed necessary in obtaining job slots for students. Such communication is

vital in keeping good rapport with employing agencies.

OBJECTIVES

The realization of goals during the recruiting year required that the Technical Placement Office emphasize certain strategic objectives that would be accomplished during the year.

- Revision of communications of companies recruiting on the campus both spring and fall.
- Preparations of recruiting information about companies visiting the campus during recruiting season.
- Establishment of a Technical Placement Booth during Fall, Spring, and Summer registrations so as to inform students the functions of the Office of Technical Placement.
- Preparation of Posters for spring and fall recruiting schedules.
- Initiate Industry Survey to determine where current job needs are.
- Hold weekly Career Educational Seminars to counsel students on job Careers and Placement.
- Mid-Year and Year-End Placement Follow-Up of graduates in the various academic fields to determine placement trends in industry.

Accomplishments

- Out of the 2,608 students interviewed 1,897 were taken by students in technical areas. Approximately 229 plant visits were made; 318 job offers were made; and 202 students were employed.

- Booklets and pamphlets were prepared both spring and fall semesters and put on display in the Career Library for student dissemination.
- A Technical Placement Booth was established for the counseling of students on the functions of Career Education & Placement and other information during fall, spring, and summer registrations. The total number of students consulted in the spring was 250.
- Various-sized posters which totaled 300 were prepared for distribution around the campus to illustrate the many recruiting dates of the companies and agencies coming on campus.
- An industry survey was compiled to show students and faculty where the current jobs are located and at what salary could be expected. The Survey was composed of 50 companies and 10 governmental agencies.
- During spring semester, weekly Career Education Seminars were held in Cooperation with the Office of Career Education in order to inform students on Career opportunities, job placement, and resumé Writing techniques. Total student involvement was 150.
- To improve the communications between the Office of Technical Placement and past-graduates, especially those of recent graduating classes, Mid-Year and Year-End Placement Follow-Ups were initiated in January 1975 to follow through on the commitment that every graduate of Prairie View A&M University would have a job upon graduation.

Through follow-up information it was determined that 60% of the total student body had taken advantage of the facilities available in the Office of Technical Placement. The May 75 graduating class constituted of graduates which 70% had taken advantage of the counseling and placement activities of Technical Placement.

Summer Employment

The Technical Placement Office gives assistance to students seeking summer employment. Many employers recruiting on campus interview students for summer jobs during their regular recruiting visit.

Students interested in securing summer employment are encouraged to register with the Center during the Fall Semester, or early in the Spring Semester, so as to assure a position in the summer.

Approximately 40% of the entire undergraduate student body were registered in placement for summer employment. Fortunately, 200 were employed for the summer.

Only through the aggressiveness of the students and the full cooperation of fruitful company recruiting were these efforts accomplished.

Conclusion

Technical Placement will continue to improve its services to the students, alumni, faculty-staff, administration, and the business community. These services will be enhanced through new features such as 1) increasing the employing or-

ganizations that recruit on campus, 2) greater emphasis placed on job-placement seminars, 3) creating more summer jobs on markets that have not been available, such as banking, public auditing, etc., 4) and further awareness of new job placement opportunities through job vacancy referrals.

COOPERATIVE EDUCATION

PURPOSE

The Cooperative Education Program at Prairie View A&M University is a unique plan of educational development designed to encourage personal growth and the achievement of career goals by integrating classroom study with planned and supervised experience in educational, vocational, and cultural learning environments outside the formal classroom.

SERVICES

The Cooperative Education Program can provide learning experiences in such areas as:

1. Engineering
 - Electrical Engineering
 - Civil Engineering
 - Mechanical Engineering
 - Architecture
2. College of Business
 - Accounting
 - Finance and Banking
 - Marketing
 - Business Administration
 - General Business
3. Division of Natural Sciences
 - Biology
 - Industry
 - Pre-Medicine
 - Pre-Dentistry
 - Pre-Veterinary Medicine
 - Medical Technology
 - Chemistry
 - Industry
 - Pre-Medicine
 - Pre-Dentistry
 - Pre-Veterinary Medicine
 - Medical Technology

Earth Science
Physics
Mathematics
 Computer Science
 Statistics

4. College of Industrial Education and Technology
 Automotive Technology
 Building Construction
 Drafting and Design
 Electronics
 Metal Technology

STAFFING

The Office of Cooperative Education is staffed by a Director, an Associate Director, and two secretaries.

We have at the present confirmed assignments of Faculty Coordinators in the following areas:

College of Business-	Mr. Glen Moye
Chemistry Department-	Mr. Earl K. Jones
College of Engineering-	Mr. Robert Ford
Math and Computer Science-	Mr. Clyde Christopher
College of Industrial Technology-	Dr. David A. Kirk-Patrick

The Prairie View A&M University Business/Industry Cluster is also diligently working with the Cooperative Education Program thru Task Force III, headed by Mr. Charles Reinke of Mobil Oil in Dallas, Texas along with Prairie View's Co-Op personnel. Mr. Reinke, and alumni members in the Dallas area meet periodically to discuss methods of recruiting students from Dallas for the Co-Op Program.

HOW THE PROGRAM WORKS

Cooperative Education depends upon the cooperation of employers and educators in combining to form a superior total educational program for students. The Freshman year is a

year of full-time study. A freshman's success in his major field of study will have important bearing on his opportunities as an upperclassman. After the student selects his major field of study in his freshman year, he must schedule an interview and counseling session with the Director or Associate Director of the Co-Op Program. These persons will discuss career objectives with the students and possible assignments related to these objectives.

At the result of many meetings with the academic heads at the University it was approved that Co-Opers could receive six (6) credit semester hours of learning experiences during their work assignments. The credit hours will in most cases be hours relative to the students' needs in his particular area of study leading to his degree. Application and approval of the credits will be administered by faculty coordinators assigned to the different curriculums involved in Co-Op. The coordinator uses academic grades and an "Employer's Evaluation Form" to guide him in judging whether the student is successfully combining the theory of the classroom with the practical experience of the workaday world, and to see that he is advancing in position as fast as his ability allows.

TRAVEL AND PROFESSIONAL ACTIVITY

October, 1974--Visited with General Dynamics personnel
to discuss job placement for Prairie
View Co-Op Students - Pomona, California

February 19, 1975--Attended Professional Development
Institute for Cooperative Education -
Dallas, Texas

May 8, 1975--Attended the first Annual Meeting of the
Texas Co-Op Association - Dallas, Texas

May 18-20, 1975--Co-Op Workshop with Department of Navy
and to discuss Co-Op agreement with
CAELP - Washington, D. C.

May 22, 1975--Co-Op Meeting at Mobil Oil with Chuck Reinke,
Brutus Jackson, Mavis Dedmon and Dallas-
Prairie View Alumni to discuss recruiting
students for the Co-Op Program, 1975-76 -
Dallas, Texas

The Co-Op recruiting team consisted of the Director,
Associate Director and members from each targeted Co-Op area
and other interested persons. For the academic school year
1975-76 the following reflects recruiting efforts made to in-
corporate students into the Cooperative Education Program:

<u>Date/Recruiting Area</u>	<u>Students Interviewed</u>	<u>Students Showing Positive Interest</u>
2/17/75 Forest Brook High School Houston, Texas		
2/18/75 Abraham Lincoln Houston, Texas	153	68
2/20/75 Navasota High School Navasota, Texas	15	8
2/21/75 George Washington Carver Houston, Texas	120	12
2/24/75 Jack Yates Sr. High School Houston, Texas	50	36
2/26/75 McKinney High School McKinney, Texas	48	12
1/28/75 Tallulah High School Tallulah, Louisiana	80	25
2/12/75 Brazosport High School Brazosport, Texas	10	2

4/25/75 Brazosport High School Freeport, Texas	25	5
4/27/75 Jack Yates High School Houston, Texas	23	8
4/30/75 Jones High School Houston, Texas	250	20
4/29/75 M. C. Williams High School Houston, Texas	2	0
4/29/75 Worthing High School Houston, Texas	65	8
5/2/75 West Columbia High School West Columbia, Texas	2	2
5/2/75 Bay City High School Bay City, Texas	30	5
5/6/75 Texas City High School Texas City, Texas	2	2
5/8/75 Roosevelt High School Dallas, Texas	25	15
5/8/75 South Oak Cliff High School Dallas, Texas	10	3
5/14-16/75 Rosewood High School Monroe, Louisiana	20	2
4/21/75 Grand Prairie High School Grand Prairie, Texas	1	1
5/22/75 Roosevelt High School Dallas, Texas	7	5

See Attachment for Breakdown of applications received for each Discipline.

BREAKDOWN OF CO-OP APPLICATIONS RECEIVED
FOR
EACH MAJOR DISCIPLINE IN THE PROGRAM
PRAIRIE VIEW A&M UNIVERSITY

College of Engineering	
Electrical Engineering	2
Mechanical Engineering	12
Architectural Engineering	13
Civil Engineering	6

No. of Applications	34
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College of Business	
Accounting	8
Finance & Banking	3
Marketing	4
Business Administration	9
General Business	1

No. of Applications	25
---------------------	----

Division of Natural Sciences	
Biology	1
Pre-Medicine	1
Pre-Dentistry	0
Pre-Veterinary Medicine	0
Medical Technology	2

No. of Applications	4
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College of Industrial Education and Technology	
Automotive Technology	2
Building Construction	3
Drafting and Design	5
Electronics	3
Metal Technology	0

No. of Applications	13
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Chemistry	0
Industry	0
Pre-Medicine	0
Pre-Veterinary Medicine	0
Medical Technology	0
	<hr/>
No. of Applications	0
Earth Science	0
	<hr/>
No. of Applications	0
Physics	0
	<hr/>
No. of Applications	0
Mathematics	3
Computer Science	5
Statistics	1
	<hr/>
No. of Applications	9
Other (List)	
Home Economics (Clothing & Merchandising)	1
Communications	1
Social Studies	1
Nursing	4
	<hr/>
No. of Applications	7

This year the Cooperative education office received several offers from industry requesting co-op agreements with their firm. One special agreement is pending with the Naval Material Command's/in CCEP Program Washington, D. C. NMCCEP offered an agreement with our office to supply thirty summer jobs in technical fields to high school graduates and prospective Prairie View Co-Op students for the fall. These thirty students, however, would remain with the Naval Systems Command until graduation.

The students will come to Prairie View* this summer from June 17-27, for a Pre/Co-Op workshop. This workshop will serve as an orientation institute for Co-Op students to learn more about Co-Op at the same time learn more about the University. During the ten-day workshop the students will be counseled and their job assignments will be made according to disciplines and their proposed major. Job sites will be in the following states: California, Kentucky, Maryland, Indiana, Washington, D. C., State of Washington, Virginia, and Philadelphia. The disciplines involved are Mechanical Engineering, Civil Engineering, Electrical Engineering, Mathematics, and Chemistry.

PUBLICATIONS

For this fiscal year, a great deal of printed material has been distributed to schools, parents, students, and employers. This material was designed to orientate all participants whether directly or indirectly involved in the Co-Op Program to the history of Cooperative Education and the aims and objectives of the program at Prairie View. The Booklets printed were as follows:

A. How Parent Should View Cooperative Education

A pamphlet for parents that gives a brief description of Co-Op and then goes on to elaborate on specific questions parents would generally have concerning their son or daughter's participation in the program.

B. An Employers Guide to Cooperative Education

A booklet prepared for employing agencies as well as prospective Co-Op employers describing the history of Cooperative Education nationally and at Prairie View. The booklet contains such vital information as:

- (1) The value of the Co-Op Program to the employers
- (2) What the employer should expect from the Co-Opers
- (3) The employers obligation to Co-Opers
- (4) What the employers can expect from the University
- (5) How employing agency agreement which is perforated so that the employer can sign it and send it back to our office.

C. Umbrella of Cooperative Education--Student Handbook

A student handbook to Cooperative Education at Prairie View A&M University. This book fully details the Co-Op Program. It provides the students with an overall view of the rules regulations and policies governing the Co-Op Program. This handbook will serve as the students "CO-OP BIBLE" as long as he participates in the program. Deviations from any printed source in the handbook can only be designated by the Associate Director and approved by the Director of the Co-Op Program.

Another means of publicity for the Co-Op Program was the printing of leaflets, Co-Op ink pens and zippo lighters advertising the Co-Op Program and Prairie View A&M University.

In order for us to keep accurate records on Co-Op students and prospective students entering the program for the first time, we had 4,000 student Co-Op applications printed. These applications reflect the students academic standing and some personal information needed for accurate counseling of students. This year's recruiting efforts reflected the advantages we experienced in having the above mentioned publicity material available.

CAREER EDUCATION

PURPOSE

The main thrust of Career Education is to prepare all students for a successful life of work by increasing their options for occupational choice, by eliminating barriers - real and imagined - to attaining job skills, and by enhancing learning achievement in all subject areas and at all levels of education.

SERVICES

The Department of Career Education at Prairie View A&M University recognizes critical decision points at which students must be prepared and equipped to decide whether to pursue a job, seek further education, or choose some combination of both. Focused attention is placed on students starting at the freshman level in school and the awareness program continues throughout the senior year. The Career Education Program gives students informed guidance, counseling, and instruction throughout their school years.

STAFFING

The Career Education Program is a newly developed program at Prairie View A&M University and is staffed by a Director, Associate Director and one full-time secretary. Under the direction of these administrators the program will endeavor to provide services to the entire University.

OBJECTIVES

Through the Management by Objectives System in the Division of Career Education and Placement, the following goals, objectives, accomplishments, and evaluations may be obtained:

A. Freshman Career Education Seminars

The purpose of these seminars was to expose and give freshman students an awareness of Careers in:

- 1) Education
- 2) Engineering
- 3) Business
- 4) Agriculture
- 5) Food Service
- 6) Nursing
- 7) Computers
- 8) Sales
- 9) Automotive Service and Repairs

These seminars were held also to serve to educate the students on Blacks in specific professional areas.

Twelve freshman Concept classes in two semesters were held using Audio Visual Aids (filmstrips).

B. Resume Writing and Interviewing Workshop

These workshops were held to familiarize students with the correct ways to write a resumé and expose them to good tips on interviewing procedures. An average of fifteen students attended each workshop held every Tuesday of each week.

The following preparations were made to implement the workshops:

- 1) 12 Transparencies to be used on the Opaque projector.

2) A Student Handbook on Resume Writing & Interviewing Procedures.

This Handbook served to give examples and several pointers on resume writing and interviewing procedures.

The handbook was completed and distributed in the workshop.

3) Handout materials for the Resume Writing & Interviewing Workshop.

Developed Materials:

- I. Two sample resumes
- II. Career Planning Activity/Questionnaire
- III. Resume Writing and Interviewing Technique Procedures
- IV. Employment Communications
 - A. Outline Letter of Inquiry
Sample Letter of Inquiry
 - B. Outline Letter of Transmittal
Sample Letter of Transmittal
 - C. Outline Letter of Follow-Up
Sample Letter of Follow-Up
 - D. Outline Letter- Offer is received
Sample Letter- Offer is received
 - E. Outline Letter of Transmittal/
Offer is Accepted
Sample Letter of Transmittal/
Offer is Accepted
 - F. Outline Letter/Rejection is Received
Sample Letter/Rejection is Received

C. Career Counseling (Interviewing)

An Interview Evaluation Form was created for recruiters to expound on how well each student pre-

sented him/herself while actual interview was conducted.

Student folders were filed retaining each interview evaluation.

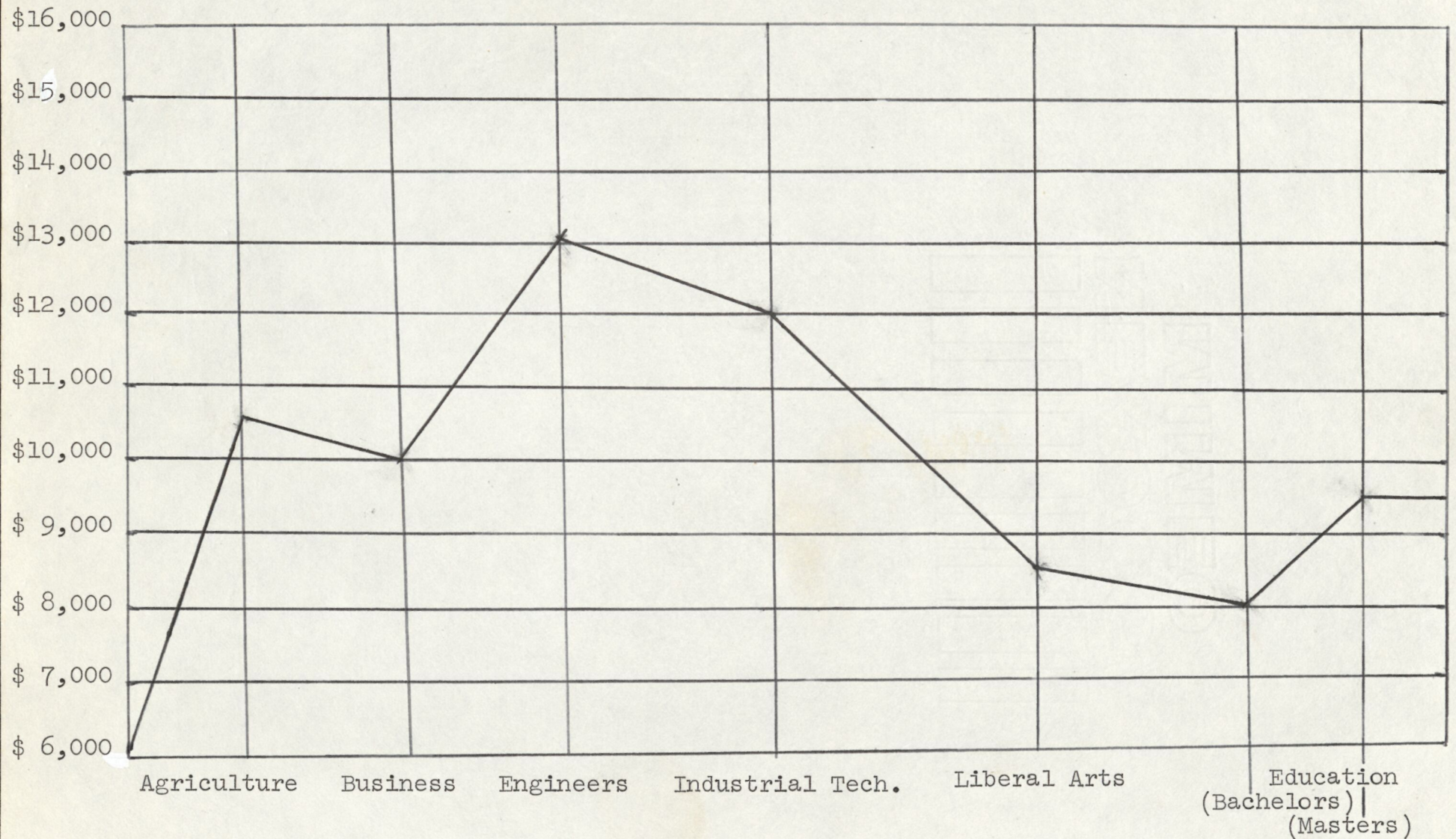
The Associate Director of Career Education evaluated each students folder and called students in for counseling.

Each student was counseled to eliminate any existing barriers and to clarify any barriers restraining him/her for a job.

At the end of this fiscal year a count revealed 181 completed student files.

Future aims and objectives are geared toward expanding the program to service the community in specific programs sponsored by school districts, community organizations, etc.

Prairie View A&M University
Division of Career Education & Placement Services
Annual Salary Survey
1974-75



Prairie View A&M University
 Division of Career Education & Placement Services
 Recruitment & Placement Graph
 1974-75

